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AUTHOR Butts, Thomas A.
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ABSTRACT

This paper is the newest Personnel Services Review, an ongoing publication series developed by ERIC/CAPS to inform personnel workers about new developments in a number of personnel services areas. Each section in this document focuses on orientation services for a specific population attending college. Goals and practices of various new programs are discussed, and applications are suggested for a variety of situations. This paper is intended for use by college and university faculty, staff and students who are responsible for planning, developing and executing services and programs for new students. (Author/CJ)

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PERSONNEL SERVICES
REVIEW

COUNSELING & PERSONNEL SERVICES INFORMATION CENTER

New Practices in Student Orientation

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PERSONNEL SERVICES REVIEW

New Practices in Student Orientation

Thomas A. Butts

December 1971
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The School of Education
The University of Michigan
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FOREWORD

The *Personnel Services Review* is an ongoing publication series which has been developed by ERIC Counseling and Personnel Services Information Center to inform personnel workers about new developments in a number of personnel services areas. The *Personnel Services Review* papers appear both as series and as individual papers. Each series or paper focuses on a broad area of personnel work practice. Within each series or paper there are discussions of a number of specific practices, procedures, or methods.

The goal of these publications is to enable the reader to: (1) become aware of a practice, procedure, or method; (2) learn about the ways in which this practice has been applied by others; (3) understand the underlying theory behind the practice; (4) consider possible applications of the practice in a variety of settings; and (5) consider ways in which the practice might be implemented in an individual setting.

This particular *Personnel Services Review* paper is entitled "New Practices in Student Orientation." Each section in the paper focuses on orientation services for a particular population, e.g., freshmen, community college students, transfer students, parents, and culturally distinct groups. Goals and practices of various new student orientation programs are discussed and applications suggested for a variety of situations. This paper is intended for use by college and university faculty, staff, and students who are responsible for planning, developing, and executing services and programs for new students.

PREFACE

In gathering material for this *Personnel Services Review*, the writer was surprised by the lack of literature on orientation and its effectiveness--especially in view of the fact that many schools heavily invest personnel and resources in it. This investment is evidently based on the belief that orientation, however defined, must somehow be good. Although we have drawn upon available materials, some of the thoughts presented in this paper are derived from the writer's three-and-one-half years of experience as Director of Orientation at The University of Michigan and the assistance he has provided to other schools and their programs.

Due to the limited literature base in orientation, a situation that is changing as evaluation becomes an important part of programming, the comments and suggestions of others in the field have been helpful. Particularly, we wish to acknowledge the following members of Commission II, School-College Relations (Admissions and Orientation) of the American College Personnel Association: L. Sandy MacLean (Chairman), Charles McBriarty, and Donald Mott. Also, we wish to acknowledge William R. Heise of Schoolcraft College, Livonia, Michigan, for his assistance.

OVERVIEW

WHAT IS ORIENTATION?

The term "orientation" when used in connection with higher education is one of those abused pieces of educational verbage connoting a variety of emotional and cognitive images among both its dispensers and recipients. So much has taken place under the banner of orientation that its precise definition is elusive at best. It is viewed by some with indifference; it is viewed by others as the potential saviour (or destroyer) of American higher education. An examination of the objectives of orientation programs at different institutions, where the objectives can be located in writing, reveals many lofty goals. When translated into behavior, however, orientation is health examinations, registration, advice giving, tours, form completion, dances, discussions, speeches, libraries, politics, relationships, community, bookstores, banks and football tickets.

The orientation archives of The University of Michigan, which date back to the early part of this century, provide an interesting perspective on the history of traditional orientation programs and an understanding of their image and condition today. Early records show elaborate attendance reports for each orientation activity or event, with probation awarded to students falling asleep during the speech given by the dean.

The early 1930's saw student orientation assistants, called group leaders, assigned to faculty advisors. Only selected faculty were permitted to work as advisors. A significant innovation was noted in 1937, when faculty advisors were no longer used for female literary college groups. To quote from this musty report,

> ..Doing away with the faculty advisers meant that the center of activity could be the League [at the time, a female-only college union], a thing that appealed to everyone. The groups were assigned to every possible room from the first floor through the third. The rooms were very clearly marked and even the tables within the room carried the group number. An information table was set up in the lobby of the League. The system worked beautifully. ...This year the student adviser established contact with her girls during the summer by writing personal letters to each one...

In 1947, the instruction book for student advisors stated in bold face type, "DO NOT GIVE ANY SCHOLASTIC ADVICE." This would hardly hold up today with peer counseling considered to be a significant innovation. One questions, of course, whether it held up then.

On Tuesday, September 20, 1936, an R.O.T.C. orientation program was held with the following program description:

> There will be a display in the R.O.T.C. Drill Hall, of material used in R.O.T.C. instruction, including primers, fuses, powders, and types of artillery used in the Ordnance course; field radio and field telephone equipment used in the Signal Corps; and Infantry accompanying weapons used in the Infantry instruction. Freshmen will visit the exhibit in groups as assigned.

Today, some might question whether college freshmen should be provided with a knowledge of powders and fuses.

The mid-1950's saw, with the increase in student enrollment, the introduction of "summer orientation", a system whereby students could come to the campus during the summer and register for fall classes. Handling large numbers of students without modern computers seemed to be the motivation for this innovation. A sound educational design utilizing the principles of human development did not appear to be of prime importance. The theory and philosophy of the orientation seems to have followed the solution of practical administrative problems.

* * *

What has been reported here about one particular institution is not unlike the experience of many. It becomes obvious in the general area of student and academic services that the word orientation has a variety of connotations. While many things may occur under the label of orientation, current practice and thinking suggests that it is part of the process of human development concerned with shifting environments. "Placement" suggests sending; "orientation" suggests receiving. It is an "umbrella" term through which a number of educational experiences are provided for new people.

THE OBJECTIVES

Although it is difficult to derive a definition of "orientation," an examination of practices that occur under its label suggests the following distillation of objectives. The rhetoric changes from institution to institution, but the following appear as rather consistent objectives and are applicable at all educational levels.

1. *Completion of Necessary Enrollment Procedures in a Humane Manner*

Assisting new students with the mechanics of enrollment is an almost universal characteristic of orientation programs. Components of the total system of services to new students may not include necessary mechanical functions, but at some point the person and the institution need to complete an educational contract. This inevitably involves people, paper and machines. The successful merger of these components is essential for the survival of the people and the institution. Consequently, a frequently-observed goal of orientation

is the accomplishment of registration, health examinations, testing, and other data-gathering functions. These functions often consume a great deal of the time to be given to orientation. The role of orientation planners and staff in this area is that of an ombudsman for the new student to assure that mechanical matters are truly essential and administered in a humane way, and that they are consistent with the goals of the institution and of the new people.

2. *Educational and Vocational Development*

Recognizing that orientation is but a part of a "womb to tomb" process, assisting the student with his personal, educational and vocational planning and development receives high priority in many orientation programs. This process, which enables the student to maximize what he already knows about his unique abilities, interests, and personal resources, and which is combined with personal feedback provided during orientation from testing and academic counseling, consumes a significant proportion of time. It is, however, a desirable outcome of orientation to allow the opportunity for individuals to relate their personal goals to the academic resources of the institution in such a way that individual objectives may be formulated and accomplished.

3. *Information Dissemination*

A universal function of orientation programs is that of information dissemination. Simply stated, this goal of orientation is to provide the student with the information required to enable him to accomplish his educational and personal objectives. There appear to be two philosophical approaches to this objective--indoctrination and retrieval. Both approaches make the basic assumption that new students should have information made available to them about their new environment. The differences between various programs are related to the "how" of it. Many experienced orientation directors are confronted with elements of their constituencies who seem to believe that new students arrive with empty minds which can be molded into whatever form the constituency believes appropriate. The words "basic training" perhaps best summarize this approach. The opposite approach--the "retrieval system" concept--assumes that each new student is different and possesses different knowledge about the cognitive and affective aspects of his new environment. Consequently, a multi-media data base is established from which the student can retrieve that which is essential to his survival, aspirations and satisfaction.

4. *Community and Relationship Building*

Facilitating acquaintanceship among new students and enabling them to become functioning members of the campus community receives high priority at many institutions. What is attempted in order to accomplish this objective changes with the times and thinking of behavioral scientists. However, the goal is sometimes accidentally achieved through the common suffering caused by failure to fulfill the more task-oriented objectives listed previously. While mutual misery may bring about lasting friendships among peers, it hardly leads to good feelings toward the corporate entity that caused the pain.

THE PHASES

The orientation process may be divided into four categories for the sake of planning and implementation.

1. *Pre-arrival Orientation* really begins at that point in time when a person begins to think about changing environments. In the case of college students, it evolves early with questions concerning whether to go to college, for what purpose, and to which one. For the insitution, it begins with the first contact. This contact may come through people (teachers, counselors, students, alumni, school and community representatives, or parents), media (radio, television, sports, museums, or publications), or structured contacts (college nights, recruiting visits, admission placements services, or computer-based planning systems). This phase covers the period from the first thought or contact by the student to the completion of admission procedures and termination of enrollment at the previous place of learning.

2. *Summer Orientation* involves special programs designed to systematically accomplish the objectives described earlier in a humane fashion. Students and parents reside at or visit the institution (depending on whether it has housing facilities) to participate in a structured program. Following this, they return home with the opportunity to integrate the "sampling" experience and prepare to go to the campus later with confidence. In some cases, following this "reality testing" experience, the student may change his plans and enroll elsewhere, an act that might be beneficial in the long run. This decision is best made during the first phase, rather than later.

3. *Arrival Orientation* takes place during the days before classes begin, including the final registration period for a given term. It is a period when those who have participated in a summer program and have completed enrollment procedures may informally explore the new environment and participate in planned social and educational functions. At the same time, those who have not previously taken part in a summer program or ar enrolling for an "off term" must take part in programs designed to accomplish objectives 1 and 2 listed earlier (enrollment and educational planning) and make as much progress as possible on 3 and 4 (information dissemination and community orientation).

4. *Continuing (follow through) Orientation* represents the final phase of orientation. In one sense it ends when placement begins. Orientation involves receiving new people, and placement involves the assistance intended to help "send" the student to another setting. The emphasis this phase receives varies considerably from institution to institution, depending partly on how well it is able to accomplish its objectives in earlier phases. There are several program designs used at this stage which will be discussed subsequently.

THE FUNDING

Orientation programs are typically funded through one or more of the following sources:

1. A *direct subsidy* from the general operating funds of the institution based on the philosophy that orientation is a co-equal part of its total educational program.

2. A *fee* charged participating students and parents. Generally, this fee covers food and lodging for summer or off campus programs, although some salary and program costs may be covered through the fee if the insitutional contribution is inadequate.

3. *Outside support* in the form of community contribution of materials, or government or foundation assistance with experimental programs or services for special groups (such as foreign students).

4. *Shared financial responsibility* with other agencies (within the institution) which have a particular interest in an aspect of the program, e.g.,the public relations office (in the case of parents), or the student health service.

5. Student orientation fees may be included in the *student financial aid* package and is justified if the institution truly believes that orientation is a legitimate part of its educational offerings.

Student fees, if charged at all, generally vary between three and 35 dollars depending on length of the program, institutional contribution, and services available. Student costs for a three-day, residential summer program in 1970 typically ranged between 25 and 30 dollars.

THE EVALUATION

With the introduction of the concept of accountability into higher education and an increased interest in discerning which educational programs indeed make a difference, the need to be able to document effectiveness has become an important concern among academic and student services personnel. This concern is heightened with the financial crisis facing many institutions. A thorough, continuous system of evaluation designed to measure outcomes against goals is essential in all areas. This is especially true in the area of orientation, where there is an uncomfortable lack of research of a general nature on orientation, and where orientation is a handly line item in the budget. Schools which design programs based on the previous year with little data to support this behavior may be among the first to suffer, although others may need to do some hard work to improve the quality of their services.

A brief description of the comprehensive evaluation system developed recently at The University of Michigan might be helpful here. Evaluation utilizes several data gathering and analysis techniques,

including immediate student, staff and faculty feedback at the end of the program and subsequent followup studies. The basis of the student reaction portion is a questionnaire that allows for "checking" and written comments. The form seeks considerable demographic data as well as information regarding the name of the student orientation leader, name of the academic advisor and the program attended. This data is key punched (some schools might be able to have mark sensed forms) immediately after each of the 33 summer freshman programs and nine transfer programs and is run against the orientation evaluation program at the computer center. The data is then available on demand and provides printouts on such variables as sex, orientation leader, academic advisor, low income or minority student, school or college, date attended, etc. The highly individualized information is fed back to those involved to make immediate program modifications as needed. This information also provides information on student attitudes and characteristics. The printouts are designed in a format that can be reproduced easily on a copy machine, thus saving valuable time before dissemination. Simple statistics are produced, e.g., N, percents, means, and standard deviations. More elaborate statistics can be used later as needed, especially for followup studies.

INNOVATIONS IN FRESHMAN ORIENTATION

PEER COUNSELING

As indicated earlier, students have helped new students as part of orientation for many years. It is interesting to note, however, that there are still discussions and questions at professional meetings related to whether students have a legitimate role in orientation and the extent of that role. During the last two years, the schools that have begun to make extensive use of students as advisors, counselors or leaders in orientation (in an apolitical manner) have reported a high level of satisfaction to the writer among all concerned, especially the new students. Several principles emerge from experience with student staffing. The desire to help others, for whatever reason, is of critical importance in the selection of student leaders. A diverse staff representing different programs, housing experiences, life styles, social and economic backgrounds and ethnic and racial groups is most important to enable each new student to relate easily to some staff member as well as to have represented in the staff enough diversity in knowledge about the institution to accurately answer most questions.

Models of Practice

Banta from the University of Tennessee questions the use of the personal interview in the hiring of student orientation assistants since the University had 300 applicants for 24 positions, and the hiring staff was inadequate for the extensive job of personal interviews. Instead, he used the LGD (leaderless group discussion) which places six to eight students in a group that must steer itself without a rudder. However, the results of this study indicate that leadership rating based upon a quickly administered self-report of past activities may prove a more valid predictor of student leadership performance than either the individual interview or the LGD.

Since the first few weeks of the freshman year seem to pace the student's collegiate career, the University of Florida has established an intensive program with sophomore volunteers who are unpaid and who advise four or five freshmen women who live in the same area of the dormitory. (These women are not to be confused with Resident Advisors, who are wage-earning upper-classmen and serve as counseling aides for a much larger group.)

The advisors, remembering well their own first week apprehensions, soften the cultural shock by offering strong personal support for the new student and directing her toward professional counseling if needed.

On some campuses, members of the same orientation group may share one or two classes together or may share a class that is conducted in the dormitory, thus enabling students to build on peer relationships established during the program. Carolyn J. McCann suggests that the residence hall has tremendous potential to orient new students toward academic as well as social adjustment. An analysis of 676 freshmen women was conducted at the end of six weeks and at the beginning of the second trimester. Several criteria were studied, but the chief concerns at this juncture were the correlations of a helping relationship--either in standard activities, social help, academic assistance, personal relatedness, or attitudes of leadership--from the sophomore to the newcomer. In all areas, the higher the freshman rated her advisor on personal and social help in adjusting to college, the more times the freshman contacted a professional staff member.

CULTURAL, INTELLECTUAL AND SOCIAL ORIENTATION

Educational forecasters believe that the composition of the student body of higher education will continue to change, and the average student in the future will likely be an urban dweller, married and older than the average student today. Universities in the future will stress a new degree of intellectual expectation in the individual and new methods for meeting this expectation, and orientation programs will have to meet this need also.

Models of Practice

Zwicky describes the process of *intellectual orientation* as part of a two-day program at the University of Houston. From a list of previously read selections from classical authors, an anthropologist delivered a general consideration on the selections and a panel of two students and two professors (in political science and philosophy) served as reactors. The next day, smaller groups met to extend the discussion; discussion leaders prevented domination by an awe-inspiring professor or a verbally-unrestrained student.

Interspersed with the intellect-stimulating sessions were information-giving sessions on registration and other administrative matters. Of 500 students who received a questionnaire, 239 listed the faculty-led group discussions as the most valuable session.

This particular orientation approach demands extended student personnel services and faculty cooperation. As the monolithic universities continue to grow, it may be necessary to conduct orientation for the separate colleges or units--a process which has fairly obvious disadvantages as well as advantages.

An interesting two-week *departmental program* was conducted at the University of Massachusetts in the Department of Basic Engineering. The chief intent of the orientation process was to retain students in the freshman engineering class because the drop-out rate was disproportionate for freshmen as compared with upper-classmen. The experimental and control groups were matched in mathematical ability and in desire to participate in orientation. The students attended during the summer; it

would have been virtually impossible during the fall. Since mathematics was the chief roadblack to engineering school success at the University of Massachusetts, mathematics was selected as a target area. The specific objectives included the following:

1. To level the diverse backgrounds in general mathematics. (One hour lecture by a member of the math department; two hours of home work.)

2. To provide a review of applied mathematics and, especially, to stress areas where engineering students had failed in the past. This was the most intensive area.

3. To offer a one-hour lecture every other day on the general history of engineering and how it differs from science or liberal arts.

4. To orient the student to college life. This was conducted by upper classmen who tried to avoid overlapping with general orientation.

At the beginning of the sophomore year, the experimental group had retained 80.5 percent of its members, while the control groups retained only 50.0 percent. The differences became even greater at the beginning of the junior and senior years. The effects of self selection for participation in this program, however, must be considered in interpreting the data.

APPLICATION OF CURRENT LEARNING PRACTICES TO ORIENTATION

The *microlab* is a sampling of a sensitivity experience that aims to foster further sensitivity to one's self understanding and to other human interrelationships. It is usually short--one to three hours--and generally not more than one day. Large groups may be positioned by a trainer-leader; they customarily break into small groups of eight or ten. The trainer structures his group, but the actual individual exercises take no longer than fifteen minutes. The technique is used extensively where breakdowns have occurred or possess great possibility of doing so.

John Robinson describes a microlab experience used in conjunction with freshman orientation and evaluates the effectiveness of this technique in extending the rate of freshman adjustment. He found that the microlab experience seemed to have had little effect on the rate of adjustment; he felt that the questionnaire, which included the Trow Orientation Toward College Measure, may have been inadequate in detecting these differences.

In another instance, evaluation of the microlab at The University of Michigan--with the goals of community and relationship building--indicated high student satisfaction with this approach. The presently unpublished design by Dr. David A. Kopplin of the Student Services Counseling Office was intended to contribute to the accomplishment of stated objectives, but by no means was it expected that a one or two hour experience would, by itself, have a particularly long term impact.

Gaming and simulation have also been used in orientation programs. Non-college-bound Mexican-American and black high school students were invited to the University of California at Santa Barbara to give them a sampling of college life. One gaming technique used with the high school students was the DMCS (Discussion Media for College Savvy), designed for disadvantaged 15- and 16-year-olds who were on the sophomore or junior level. "The media is intended to be simulated activity--to elicit discussion and to prepare the youngsters with concepts and a rationale for coping with (without necessarily approving) certain kinds of college behaviors-verbally, realistically, and logically (Ward and Hedley, Appendix I, page one)." The individual games are entitled as follows (Appendix I, page two):

1. Earning Enough for School
2. Supporting the Car
3. Psyching out the Prof
4. Conning the Prof
5. Making the In-Group
6. Getting Around the Campus
7. Low Cost Dating
8. Eating on the Cheap
9. Cooling it with the Folks

Most of the games are played much like Monopoly; the "win" is not stressed by the counselor, in fact everyone may lose; the games aim at a realism consistent with these young people. As a fast motivator and rapid-rapport-getter, the games help immeasurably in the interrelationships of the young students.

GENERALIZATIONS AND IMPLICATIONS

1. *Generalization:* There is an increasing interest on the part of students, faculty and administrators in the development of sound human relations and a sense of community within institutions.

   Implication: Orientation programs can contribute to relationship and community building and could provide leadership in this matter.

2. *Generalization:* The vast growth of available information and options open to people can contribute to an "information shock" reaction in particular individuals.

   Implication: The packaging, timing and dissemination of information to new students is of increasing importance if it is to have an impact. Application of new techniques in knowledge utilization and information dissemination may be necessary.

3. *Generalization:* Colleges and universities will seek new teaching methods emphasizing the learner and learning rather than pedogogy and the teacher.

Implication: Orientation programs can aid in the development of new learning models on a given campus through innovative programming involving designs that utilize such things as peer counseling, gaming and simulation, microlabs, media and computers.

ACTION POSSIBILITIES

1. Outpost orientation--take it to the communities from which students come. Continue it throughout the year where the people live, study and play.

2. Build community through small group, personal, interactive sessions rather than the lecture approach.

3. Utilize student orientation staff throughout the year as student counselors, referral specialists and a source of people who care.

4. Use the natural followup interest and capabilities of staff as a means of providing feedback to operating units and evaluation of program effectiveness.

5. Develop self-counseling manuals. Use reading lists as preventive bibliotherapy.

6. Assist the development of course evaluation systems and make the data available to new students in time for initial academic planning.

7. Develop your own orientation games, e.g., the "College Game" designed by Dr. Ronald Short (Professor of Psychology, Whitworth College, Spokane, Washington). Consider simple monopoly type games like The University of Michigan's "Parent Game" or staff training games, such as "Orientation" (a frustrating game for young and old alike).

8. Make use of faculty. (Some students like gray hair.) Consider home visits. Include faculty for meals during summer orientation or later for evening rap sessions. Make faculty feel a part of the total community, encouraging them to help accomplish the objectives of orientation in this area. Orient the faculty to orientation.

9. Deal honestly with the "here and now" education, personal, and political issues the students will have to confront during the academic year, e.g., visitation, confrontation, governance, funding.

ORIENTATION AND THE COMMUNITY COLLEGE

Since philosophically the two-year community/junior college responds to the special needs and concerns of its constituency, the particular objectives of orientation in that setting should reflect that philosophy. The objectives of orientation remain the same, but the application of those objectives differs from four-year schools. A community college with a student body of 15,000 has a different situation with which to work than one of 500. Many community colleges attempt to conduct their programs primarily through phases three and four discussed earlier (at registration and follow through) although some are reaching out to offer a comprehensive program at all phases, recognizing that not all students will receive the benefits of programs at each phase.

A COMPOSITE MODEL

There seems to be almost unanimous approval among orientation directors of **the** concept of small student orientation groups. The introduction to the orientation general session may be presented to a large group, but the program should not be an academic procession; one cordial welcome is enough. Information should be programmed to current student needs. Schoolcraft College in Livonia, Michigan, demonstrates an interesting technique. The first half hour is devoted to registration materials and a review of the orientation agenda; the second half of the hour is a large group meeting which is a presentation of the *raison d'etre* of the community college and an overview of terminal and transfer programs at the college. A half-hour coffee/coke break follows. The *piece de resistance* is a two hour session (call it group counseling, an exercise in human potential development, or a reacting session); its purpose is to take a look at personal values, future plans and how Schoolcraft College relates on a personal level. The groups consist of fifteen students and one counselor

A coffee break opens the group experience. Participants are paired off and told to interview their partner during the break. Upon returning to the group, the participants introduce themselves as the person they interviewed.

The counselor then asks the group to respond to questions designed to further community building and relate to personal values, for example:

1. If you had three wishes, what would they be?

2. Complete the sentence, Happiness is..

3. Share with the group two decisions you made recently.

4. How do you want to be remembered?

The counselor encourages the particpants to give each other feedback in relation to personal values and goals. The counselor also shares his responses to the questions, thus enabling the group to know their counselor better.

Kellogg Community College in Battle Creek, Michigan, has set up a mock registration and actual class participation. The student learns mechanical techniques of registration, makes choices in electives, and utilizes his campus map. He registers and attends a few required courses such as College Policy--a practical course on how to withdraw, drop or add a course, etc. Counseling Services and Student Activities are also required courses. Elective courses in the orientation session might include Campus Tour, Selective Service, Financial Aid, etc. There is much enthusiasm for this approach on the part of both students and the program administrators. One of the popular electives is Campus Life, which is a panel of former students who have transferred to a senior institution, generally one within Michigan. Several other two-year institutions have discovered that utilization of peers is valuable for extracting problems and anxieties that the new students might hesitate to relate to an adult.

Henry Ford Community College in Dearborn, Michigan, invites both parents and students to a special evening orientation that explores interests and aptitudes and long-range career planning. The Dearborn Public School System makes special efforts to involve parents in the educational life of children, so this is simply an extension of that concern. Although it may seem advisable to involve parents in separate orientation to reassure them of the college's concern, it is possible, that this may detonate the dependency anxiety of the student.

A study by Gordon Hartley of the freshman orientation program at Shoreline Community College, Seattle, Washington, concluded in part that greater emphasis should be placed on specific Shoreline course offerings both in transfer and vocational technical programs, employment opportunities after two-year or four-year graduation, and availability of realistic occupational materials as well as accurate information about various colleges.

During the summer of 1965, Phoenix College in Arizona provided intensive group counseling (twelve students per counselor) directed essentially toward vocational choice, appropriate career curriculum, and provision for detailed job information. Counseling effectiveness was based on grade point average, number of semester hours earned, and the dropout rate at the end of the first semester and at the end of the year. The counseled groups achieved at significantly higher levels than the control group in all criteria except semester hours earned.

The two-year colleges of Michigan, California, and Illinois have over 50 percent of all foreign students enrolled in two-year institutions throughout the United States. It is assumed that orientation is essential at this level just as it is for the first-time international student in the four-year university. Very few English courses for foreign students exist in the community college. This student is

generally helped very little in his two problem areas--finances and the English language. The National Association for Foreign Student Affairs deals with this situation in some of their publications.

To further extend the orientation process, many institutions offer a course or seminar that continues throughout the year. This kind of orientation course (traditionally consisting of such matters as college regulations, how to study, how to write a term paper, etc.) may be important, but has little to do with whether or not the student stays in school. Several two-year colleges offer their students a Human Potential Seminar which involves eight to twelve students and stresses the positive factors involved in personal development so that each student feels that he is master of his fate.

Schoolcraft College offers a course for adults prior to their applying for admission to college. The course is called the "Pre-college Counseling Seminar for Adults" and entails eight weekly two hour group sessions. The course enables the particpants to have an on campus experience and set some life style goals prior to applying to school.

A similar approach has been enthusiastically received at Santa Fe Junior College, Gainesville, Florida, where it is a requirement and is taught by counselors; the ratio is one counselor per eleven students. The encounter approach requires each student to examine his experiences, goals, values, attitudes, beliefs and interpersonal relationships in reference to the new and unique environment which he enters as he begins college. Large group meetings occur, but the focus is on smaller basic encounter groups which are ideal for discussions concerning religion, sex, family relationships and educational and personal needs as they may be related to the opportunities provided through higher education. A three hour credit course, Behavioral Science 100, is one of six basic courses that comprise the Common Program required of all students. The six courses of the Common Program serve as a matrix for other courses the student may choose to complete his General Education Program. The six courses comprising the Common Program are part of the General Education Program of the College and will transfer to all state institutions under the agreement of the Florida General Education Compact. A journal of the course or a reaction paper is submitted to the counselor-teacher; self development service is encouraged. O'Banion states further than results have been highly positive in the following ways:

1. Identification with Santa Fe as a school that really cares about its students.

2. Pleasure in the fact that their personal problems are important enough to comprise a credit course.

3. Assistance in gaining independence while continuing to live at home.

4. Personal satisfaction in setting objectives and assuming responsibility for a credit course.

GENERALIZATIONS AND IMPLICATIONS

1. *Generalization:* Building relationships and a sense of community within the college is a particularly difficult task due to the diverse offerings of the community college, the fact that students commute, the need of many students to work, the extended class day, the age range of students, and the number of part time students.

   Implication: Orientation programs in community colleges must be designed to account for the unique structure of the school and its student population, giving particular emphasis to the use of relationship building exercises.

2. *Generalization:* The open door philosophy of the community college calls for the development of the potential of students from many different backgrounds and previous educational experiences, generally within the context of a two-year plan.

   Implication: Emphasis on student assessment, counseling, and selective placement deserves especially high priority in community college orientation programs because of the difficulty of identifying and correcting placement mistakes (student and school) within the context of the two-year program.

3. *Generalization:* Many students new to the community college have had previous college experience, some "successful," and some not.

   Implication: Community college orientation programs need to be designed to serve more than just the recent high school graduate.

ACTION POSSIBILITIES

1. Consider the programs described previously.

2. If the college has housing (some do), try a summer program similar to four-year schools, but aimed at the needs of community college students.

3. Try a summer orientation program where Saturday or Sunday is used as the first day of a two day program for students and parents. Then take a half day the next week by appointment to complete academic counseling, course selection and actual registration.

4. Take orientation to the junior and senior high schools in the community.

5. Utilize the potential for peer counseling by early identification and training of student advisors. Assign a student (perhaps in a work-study program) to each member of the counseling staff.

TRANSFER ORIENTATION AND THE FOUR YEAR INSTITUTION

According to Knoell and Medsker, when the two-year college student transfers to a senior college he may anticipate a drop in his grade-point average (his community college grade-point average may be ignored), his grades may be lower than those of the native students, his chances for graduation may be slighter, and he may take longer to graduate (not including such programs as engineering which are extended for native as well).

The two-year college transfer very often has both academic and personal problems that the native student has solved by his second year. The two-year colleges may be attractive because of financial reasons. It is entirely feasible to attend a community college along with a full time job, but it is more difficult at a senior institution and expenses are considerably more. An "awkward" financial situation in a two-year college may be increasingly "acute" at a four-year institution. Financial reality should be a prime factor in transfer orientation, whether it be a personal or group approach. Parents may have neither the means nor the inclination to help finance continued education.

Newport stresses the fact that the two-year college transfer student's socioeconomic background may give little support for his educational ambitions. His family may have discouraged or viewed with suspicion his intellectual pursuits. His junior college experience has perhaps prolonged parental control, and he may have to struggle for independence simultaneously with many other adjustments.

THE APPROACH

1. Student personnel officers and former students of the senior institution may visit the community college in the fall and spring to acquaint students with relevant practices--both academic and social.

2. Several universities send special materials and periodicals to inform both counselors and students at the junior college. These publications should be reality-oriented as much as possible.

3. A spring conference has been designed for student leaders in the student government from major state universities and two-year colleges so that community college leadership is not dissipated when it reaches the senior institution.

4. Several two-year colleges utilize the experiences of ex-students who have transferred successfully. These students voluntarily participate in a special program that probes the nitty-gritty of social and academic adjustments.

5. Early visits to the campus and in-depth interviews with faculty advisors or counselors may save the transfer student much wasted effort.

6. Special orientation programs have been designed at senior institutions distinctly for transfers from two- and four-year colleges.

7. Since the rate of transfer shows no inclination to decline, perhaps specially trained counseling personnel should be an integral part of the articulation process.

8. "Orientation programs for transfer students were largely unsuccessful. In most instances the students were grouped with the freshmen, sometimes unintentionally and at other times on the assumption that the needs of both groups could be served in a common program. The program was often offered before the opening of the fall semester when a large number of the transfer students were still employed in their home communities, earning money for their expenses for the fall semester. Many of them were married when they transferred and expressed interest in an orientation program which would include their wives because of their need to understand what the life of an upper division university student is like...Apparently this is an area which needs study on individual campuses, in cooperation with the junior colleges from which the transfer students come (Knoell, p.67)."

TRANSFERS FROM OTHER FOUR-YEAR COLLEGES?

In the fall of 1968, The University of Michigan Orientation Office mailed 403 questionnaires to participants in its summer orientation programs for transfer students. Of 206 returned, 142 were transfers from four-year institutions and 64 were transfers from two-year institutions. The two-year transfer students reacted somewhat better in terms of the value of orientation, but four-year transfers reflected greater general satisfaction after school was in session.

The transfers from two year colleges tended to live in university housing which would seem to be more protective than apartments (which had more appeal for the transfers from four-year colleges).

Many two-year institutions offer orientation programs but they are usually an optional service. Since a job may prevent heavy student participation, the senior institution's orientation may be a first encounter. Two-year transfer students felt that the huge university was reduced to a not-so-frightening size.

Robinson, from The University of Michigan, recommends that two orientation routes be followed--one for students transferring from two-year colleges and another for those transferring from four-year institutions.

GENERALIZATIONS AND IMPLICATIONS

1. *Generalization:* "In many four-year institutions transfer students are being overlooked in planning orientation programs, in offering counseling services to new students, in inviting their participation in social and extracurricular activities, and above all, in giving appropriate academic advice at the time of their first registration. There was little or no evidence of discriminatory policies or practices affecting the junior college transfer students, but compared with the attention given the entering freshmen, there was a general lack of concern for their needs and interests. The new freshman continues to be the preferred client of the four-year institutions, and of their student services programs while the transfer student is usually left to make his own adjustment to the new situation." (Knoell and Medsker, p97-98).

   Implications: "Before appropriate action with respect to the programs can be taken, the four-year colleges may need to look at the characteristics of their new undergraduate transfer groups--the number of students, their age, their class levels, the types of colleges they come from (and the reasons they transferred), their sex, their housing, and their interests. Too often the transfer students are grouped ignominiously with the new freshmen in orientation programs where they feel awkward and unwelcome. Their need for orientation may be different from that of the freshmen because of their college experience and greater maturity, but it is probably no less. Similarly, since many are still unsure of themselves or uncertain that their decisions have been the proper ones, their need for both counseling and academic advising is often acute during their first year after transfer. Special advisers in the four-year institutions may be needed who have a philosophical commitment to the junior college and who would make it their business to become well acquainted with the junior colleges which are the major sources of upper division transfer students (Knoell and Medsker, p97-98)."

2. *Generalization:* The transfer student's attitude toward orientation may be influenced by his orientation experiences at other schools.

   Implication: Early in the program the orientation staff needs to deal with the more diverse attitudes toward participation among transfer students.

ACTION POSSIBILITIES

1. Consider the possibilities described previously.

2. Change attitudes among current faculty and students toward transfer students to assure equal membership in the university community.

3. Utilize former transfer students as peer counselors and program planners for new transfer students.

4. Increase program flexibility to accommodate the greater diversity among transfer students than may exist among freshmen.

5. Design services for the transfer student who may live in off-campus housing to lessen the feelings of isolation that may occur once classes begin.

6. Apply the above in an even broader sense to the needs of graduate and professional students.

ORIENTATION AND THE CULTURALLY DISTINCT

This section is intended to provide attention and ideas designed to help make a general orientation program respond to the special needs and concerns of culturally distinct groups. Depending on the institution, these groups may be blacks, whites, chicanos, various American Indian nations, foreign students, older people, women or men. One school's majority may be another's minority. Programs following the objectives listed earlier strive to meet the needs of each new student. The emphasis here is on cross-cultural learning as well as serving the unique needs of culturally different students.

MODELS OF PRACTICE WITH ACTION POSSIBILITIES

Pre-college Orientation for the Culturally Different

- University of California at Santa Barbara

During spring recess of 1967, thirty-eight Mexican-American and black high school students, who showed great promise but had low grades, participated in a two-day orientation program conducted by non-paid, pre-trained college student volunteers. Two volunteers (male and female) chaperoned each group of six to eight youngsters on a twenty four hour basis, oriented them to the campus and campus activities, and tried to sell them on the idea of college attendance. On the second day the simulation game, Discussion Media for College Savvy, introduced the groups and stimulated discussion with such realism as "Conning the Prof," "Eating on the Cheap," etc. As a result of this conference, seven of the thirty-eight registered at the university.

- Antioch College

Antioch College aids in the affective learning of senior high school students by inviting them to the college for several days to help soften the cultural shock of transition. Antioch admits the culturally different who have financial difficulties, but do not have academic difficulties. These special students are required to formulate personal budgets for short periods, and subsequently, for longer periods. Special admission requirements, counseling, tutoring, and remedial services are the major features. After the first quarter, work quarters and study quarters rotate; the work is often with fellow members of one's minority, which adds a concrete ingredient. Students can repeat courses and graduate in six years, if necessary. Only three out of 49 have dropped from the program since its inception in 1965.

- Wayne State University and Upward Bound

This particular sample from among the hundreds of Upward Bound programs in operation was funded by the Office of Economic Opportunity and Wayne State University. Upward Bound screens-in college potentials who are culturally and economically deprived. During the summer the chosen high school students are in residence at Mercy College and the University of Detroit and attend classes in the morning at Wayne State. In the afternoon a variety of experimental activities take place; e.g., Afro-American Club, trips, panels of divergent political and social personalities, publication of a newspaper, etc. The program's strength lies in personal support from many sources. There is great effort to prepare the student for the transitional shock from high school to college and to sustain this support so that family problems, peer pressures, and lack of funds will not drive him from college.

Initial Orientation

- University of Minnesota and the Black Student

Prior to the summer of 1968, the university, through its Freshman Camp and Welcome Week, had tried to foster a sensitivity toward and an awareness of the dilemma of the black students. Black students and black community leaders participated as thought-agitators, a play by a black man was presented, and a documentary film, "Walk in My Shoes," was shown.

As it happens, the program was created for blacks by non-blacks since the traditional means of recruiting orientation workers--through the campus newspaper, major campus organizations, etc.--did not reach the black student population. The summer of 1968 saw a more intensive approach; three blacks were added to the orientation counseling staff. Unfortunately, it was too late to recruit blacks as orientation leaders; however, two of the leaders, specially-qualified, learned all they could of their particular audience.

In the 1969 orientation a black student was selected as Camp Co-chairman. He organized a reference group of blacks who, it was hoped, would be respected by the university black population. A letter was sent to admitted black students, which read in part:

> "To All Black Students:
>
> As I am sure you know, there will be a number of black students entering the University this fall as freshmen. They will be subjected to Orientation, Freshman Camp, and Welcome Week programs that basically communicate to the white freshmen, unless we act.
>
> We as black students, can make our black brothers' and sisters' initial contact with the University one which they can personally relate to by involving ourselves in the programs of orientation mentioned above. We will hold a meeting to discuss with Orientation personnel, black involvement in these programs. Please be there. We have a duty to our people (Harrold, p254)."

As a result of this letter, nine black students became Freshman Camp counselors and several blacks assisted with the cultural programming of the Welcome Week. Every black student in the university was contacted to probe the possibility of his becoming an orientation leader. Of 67 applicants, four were black. In final selection for 14 leaders--one was black.

- The University of Michigan

The University of Michigan has attempted to respond to the needs of domestic minority groups, particularly blacks, through a comprehensive system of supports built into the entire program. It begins with black, chicano, and American Indian admissions staff and students, and includes off-campus orientation programs for Opportunity Students and their parents. Following participation in the regular summer orientation program, which includes access to counselors from the Opportunity Program and orientation leaders of a variety of ethnic and racial backgrounds, students may participate in fall orientation activities planned by Opportunity Students and directed to all new students. This is followed by classes, study sessions, individual tutoring, and counseling--both peer and professional. The idea is to provide the supports necessary to survive in a culturally alien environment.

- Initial Orientation for International Students

(These principles may also be applied to culturally different within the United States.)

1. Establish an international center, staffed with skilled personnel who know the territory. As Durley from NIU has expressed, it should be "an environment (for) people with commonalities in heritage and culture that we must maintain if we're to function as total beings."

2. Interdepartmental cooperation and total administrative support.

3. Publication of special pamphlets and books to cover many crises that the culturally different may face.

4. Organization of community groups to provide further support by personal contact.

5. Federal and foundation funds in conjunction with university to finance special programs and to encourage individual students with financial aid.

6. Employ special admissions officers who are able to evaluate results of standardized tests in terms of various cultures or sub-cultures.

7. Local campus and community orientation; e.g., banks and banking procedures.

8. Enough academic orientation and use of special institutes to enable the culturally different to effectively compete.

Orientation for Continuing Support

- Navaho Community College

On the Navaho reservation at Many Farms, Arizona, the entire educational facility serves as an orientation for the Navaho from his own culture to that of the mainstream. English is taught as a second language; the core curriculum stresses his own history and culture so that he can first experience pride in his own before he ventures into an alien university setting. Some faculty members are Navaho or persons who have worked with segments of the Indian population; many are bilingual. The Navajo Youth Organization makes recommendations for college policy and curriculum. Dr. Roissel, president, says "Navaho Community College will act as a cushion to today's Navajo student. It will prepare him to acclimate to cities and colleges off the reservation. Instead of being thrown into completely new environments, he will learn what to expect in them from courses offered at the college."

- Clatsop Community College, Oregon

A three year demonstration program, financed and staffed by several different agencies, sought to bring welfare recipients from a state of dependency to independent, secure, employable individuals. The project case worker provided for day care for young children, transportation arrangements, and solutions to personal problems that would interrupt the student's progress. Individual support was on a daily basis; group counseling sessions helped to disseminate information common to all and to provide an aura of therapeutic and mutual support.

GENERALIZATIONS AND IMPLICATIONS

1. *Generalization:* College student populations in public institutions tend to include a wider range of cultural subgroups than do elementary and secondary schools that draw their students, via the neighborhood school concept, from families of similar social, racial, ethnic and economic backgrounds.

   Implication: While the orientation staff of a college ought to include members from all subcultures served by the college, each staff member is likely to help students from all backgrounds.

2. *Generalization:* Student personnel services in colleges tend toward specialization--admissions, financial aid, activities, counseling, placement, etc.

   Implication: Each student service must design its program and build its particular staff to meet the needs of its entire clientele. The staff should be constructed in such a way that any student is likely to find a member with whom he can identify and comfortably relate.

3. *Generalization:* "Culturally different" is a term with individual implications as it applys to college student personnel work. A counselor from the ghetto helping a student from the suburbs is counseling a culturally different person.

   Implication: Training programs for college personnel workers must place emphasis on the cross-cultural aspects of their activity.

4. *Generalization:* It will be some time before a sufficient number of people from minority group backgrounds are trained and employed as college student personnel workers. The increase in student enrollment from minority groups will occur at a faster rate than employment.

   Implication: Many counselors from the majority cultural group on a campus--white or predominantly black, etc.--will require inservice training to sensitize them to cultural differences among students and provide them with skills to effectively assist the culturally different.

5. *Generalization:* The demands for funds to expand services for culturally different groups on campuses will continue to accelerate and exceed available resources.

   Implication: The above could cause institutions to reorder their priorities, which might result in abolishing or seriously restricting some traditional student services.

PARENT ORIENTATION

THE RATIONALE

A number of factors have contributed to a recent increase in parent orientation programs by various colleges and universities. While many schools have long offered a welcoming and public relations type meeting for parents of freshmen, genuine interest in providing substantative, educational orientation and follow-through services for the families of students is relatively new. Some of this interest no doubt responds to parent interest in orientation services, due in part to apprehension about the changes taking place in higher education, e.g., safety issues and the abandonment of in loco parentis with its implied possible shift of responsibility back to the family. In addition, many parents simply want information about how they can best help their son or daughter accomplish his or her educational and vocational goals. These interests are, for the most part, shared by the school, the parents, and the students.

Student personnel workers, on the other hand, are aware of two other factors that make parent orientation desirable. One is the decline in public support for higher education and the fact that parents ought to be potential supporters within their own communities and, more important from an immediate educational point of view, the role of the family in the educational process does not or should not end when the student starts college.

THE GOALS

An informal review of programs at a number of colleges and universities reveal the following as general objectives for parent orientation.

1. Enable the parent to obtain an accurate, up-to-date picture of the college and its facilities, programs, services, and expectations.

2. Enable parents to share with peers their common hopes, concerns, and attitudes about their changing role in relation to their college son or daughter.

3. Enable parents to learn from the faculty and counseling staff of the college the attitudes and skills that research and experience has demonstrated will assist parents in helping their new student to be successful in his educational endeavors.

4. Enable parents to accurately interpret the institution to other members of the public--accuracy, not necessarily agreement, being the goal.

THE PHASES

There are four basic phases to parent orientation, depending somewhat on the type of service provided students.

Pre-arrival. This phase includes the period from the family's first contact with the institution through admission and up to the first formal orientation program. Visits to campus, organized mailing programs, interviews with admissions personnel, college night programs, talks with student acquaintances currently enrolled, and alumni information frequently are included in this phase.

Summer Orientation. A program held for two or three days well before the beginning of the fall term in small groups for freshmen and transfer students can frequently be expanded to include a parallel program for parents. A community college or urban university may wish to maximize the use of evenings and weekends while a residential institution may encourage families to include orientation as an inexpensive part of a family vacation. Summer orientation fees for high need opportunity students and their parents are included in student financial aid packages at some universities.

Prior to the beginning of classes. Some institutions sponsor programs for parents during the final registration period. Because of training and the number of people involved these are typically information-giving sessions that can respond, in an efficient manner, to many of the questions and concerns parents may have.

Follow-through. Parent orientation or services providing continuing information and regular communication between school and parents were not frequently noted. However, newsletters, handbooks, parent return visits to campus, or an office of parent concerns are examples that might allow for the continuous implementation of the goals discussed earlier.

THE RESEARCH

Parent-Student Relationship

Shore and Leiman of Leicester Junior College found that parents of achievers have positive attitudes toward their children, tend to be goal-directed, and rate academic achievement very highly. Parents of underachievers exhibit neutral or negative tendencies, stress the child's personality achievements and place much less emphasis on his academic achievement.

Ellen Bloom and C. E. Kennedy of Kansas State University studied in depth the parent-student relationship by first examining case studies of six girls along with a detailed family background of each. A questionnaire

of one hundred girls showed a feeling of communication with family, but it also showed the birth of individual independence, with foundations in the parental milieu, but reaching for a new existence of its own. Parents hope that the children are not and will not change radically while children view the parents as a constant.

Many of the young people who conduct orientation rap sessions at some institutions stress that one of the most difficult of processes is for the parent to allow his child to become "his own man."

> The dominant contributing factors to a student's adequate self-esteem seem to be that he feels that his parents have a high regard for him and that the parents are open and free to experience new situations and their own feelings--that is that the parents respect and like their child and are perceived by him as being genuine persons (Mills, p.6).

Bloom and Kennedy conclude by saying,

> In light of the important place that family holds in student development and in the face of rapidly changing conditions in higher education and the confusing information in the media, it is certainly conceivable that the arena of personnel work may well extend to include more work with parents.

Parent-University Relationship

A study by Tautfest and Young at the University of Wisconsin showed that parents who had accorded considerable freedom at home expected the university to be more restrictive in terms of curfew.

At some parent orientation programs, one of the main themes with many variations was: Will the university take good care of my child? Will kindly faculty guide him toward his best occupational choice? Will the university serve as a personal counselor (in loco parentis)?

The answer to the parents, though not reassuring, generally is a realistic one. The university furnishes a vast array of counseling services--both academic and personal--but in most cases, the student, as a mature individual, must seek out assistance.

University-Student-Parent Relationships

Kent Jennings of The University of Michigan Survey Research Center has documented the fact that elementary school children and their parents do not agree on what constitutes grounds for grievances. Familial socialization may discount the child's information on religion derived from elementary school, but after the student enters college, the parent may find his influence to be waning.

David H. Mills, Iowa State University Counseling Service, reiterates the theme that the child's dependency has been a psychological buoy and when the child leaves for college the parent may intrude on this new state of independence, hoping to regain the child's dependency state or to block the child's total rejection. In many cases parents contact the counselor because of their anxieties in the loosening of the parental-child cord. The university and university counselors have come more and more to encourage emotional growth of the student rather than to exhibit a rigid paternalism which in a few cases is being sought by a student.

GENERALIZATIONS AND IMPLICATIONS

1. *Generalization:* Higher education has tended to view the student as an independent entity, assumed the role of parent, and disregarded the involvement of the family in the measurement of student accomplishments or lack of same.

   Implication: Programs supportive of this attitude tend to be of a public relations ("treat them nice but get them out of the way") nature.

2. *Generalization:* The impact of family background on college success has been demonstrated.

   Implication: A. Educational interventions designed to assist students from "high risk" families are in order, and orientation programs for parents planned to facilitate helpful behavior from these parents should be encouraged. B. Programs should indicate that the parents' role has not been usurped by the university. C. Programs should give the parents a "here and now" view of the school.

3. *Generalization:* Parental support is a significant factor in the student's continuance in school.

   Implication: Programs for parents must emphasize means by which they can behave in ways that are supportive of their student.

4. *Generalization:* Problems of "communication" between parent and student may appear initially as student-institution difficulties.

   Implication: Programs developed around the various roles of parent, student and institution might enable the involved parties to clearly define objectives and mutually work toward the solution of common concerns.

5. *Generalization:* There is a movement in higher education toward a delineation of institutional constituencies and parents may emerge as a more significant force in the shaping of institutional policy and practice.

Implication: Orientation programs should emphasize ways in which parent concerns can be included in the decision making process of the institution.

ACTION POSSIBILITIES

1. A residential university might "outpost" parent orientation by taking it to centers from which many of their students come. Such programs might be developed in cooperation with local alumni or extension centers.

2. Community colleges or urban universities might encourage parents to also enroll as students in appropriate courses, e.g., group counseling, adult career development programs, or human potential workshops.

3. Develop a parent handbook with practical as well as educational messages and parent newsletters.

4. Designate a staff member or office as a principle contact point for parents with questions or problems, taking care that it does not invade the privacy of the student but counsels parents, helps parents with "red tape" issues, answers questions, and makes appropriate referrals.

5. Include "cross age" rapping sessions with students (continuing and new) and parents. Allow parents to discuss key student role issues with some one other than their freshmen.

6. Provide peer counseling for parents by including "experienced" parent volunteers in (parent only plus staff facilitator) sessions.

7. Kansas State University used an "instant feedback" system to promote discussion of items of greatest interest to parents. Parents completed a questionnaire and it was scored immediately and the results reported back to the parents in a subsequent discussion session.

8. Find ways to include parent views in institutional decision making in an orderly fashion.

9. Develop "games" for parents to play that put them in the role of student as well as dramatize parent-student relations. A twenty minute game of this type has been used successfully in the Parents Program at The University of Michigan. Information regarding this unpublished game is available from the Orientation Office.

SUMMARY

In the foregoing we have attempted to demonstrate the flow of human development as it relates specifically to movement into a new environment. While the educational settings and populations served may differ, certain principles--with appropriate modifications--seem to apply. The objectives of college orientation programs appeared to fall into four categories: (1) Completion of necessary enrollment procedures in a humane manner, (2) Assisting with issues of educational and vocational development, (3) Information dissemination, and (4) Community and relationship building. In addition, four phases of orientation were described: (1) Pre-arrival orientation, (2) Summer orientation, (3) Arrival orientation, and (4) Continuing or follow through orientation. Several methods of funding were described, ranging from student fees for complete support to complete institutional support with other possible sources suggested. Continuous, systematic program evaluation was described as essential for any educational program, but particularly important in orientation where changes in the educational climate appear to require an "up-to-dateness" essential to a credible response from students.

Each section of the paper dealing with a particular orientation population (freshmen, community college, transfer, parent and culturally distinct students) contained program descriptions, generalizations, implications and action possibilities.

An attempt to suggest future trends in orientation is, at best difficult due partly to the limited literature and research base. There appears, however, to be a great deal of interest in the subject both among college faculty and staff consulted and student leaders and among the participants in orientation programs. It appears that orientation, as the process of receiving new people into the university, may assume equal status with placement, the process of sending people away from the university at graduation. Accountability will play a more significant role in orientation as well as in other student service areas. Clearly, one sees the opportunity in orientation programs to experiment with new learning possibilities. With appropriate evaluating, this might have implications for education and, as such, suggest new teaching and counseling concepts to faculty.

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